**K-5 ELA Lesson Plan**

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| **Teacher: Pinto** | | **Grade: 1** | | | **Date(s)**: 6/27/12 |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task:# 2 Designing a Survey** | | |
| **Essential Question(s): How can I become a good citizen?**  **How can I follow rules?**  **How can I use books to understand different cultures?**  **(Social Studies: 1.C.1 Understand the diversity of people in the local community.**  **1. G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.)** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Rainbow Fish by Marc Pfister on** [**www.storyonline.com**](http://www.storyonline.com)  **Frog and Toad Together -Reading Street**  **Boomers Big Surprise –** [**www.tumblebooks.com**](http://www.tumblebooks.com)  **Scaredy Squirrel makes a friend-** [**www.tumblebooks.com**](http://www.tumblebooks.com)  **Cherry Blossom Friends by Corkey Hay DeSimone**  **Google Earth**  **Vocabulary Cards**  **Poster paper for Anchor Chart** | | | | **author –** A person who writes a story.  **capitalization -** The process of using capital letters appropriately in written text.  **character traits –** The details in a story that describe the personal qualities or attributes of characters that make them special. Character traits include *likes, dislikes, habits, behaviors, values, physical appearance, sense of humor,* etc. Good authors include clues in the text to help define the traits of individual characters.  **Setting**  - Where the story takes place  **Problem** – Something that is difficult to understand or deal with.  **Solution –** Answer to a problem  **illustrations -** Pictures that help tell a story. Illustrations often included additional details essential to the story plot that are not explicitly stated in the text.  **key details –** The important details in narrative text that are critical to the process of moving the plot of a narrative text forward. Key details support the main idea and should be included when summarizing the story. In expository text, key details include important words and phrases in a text that are worth noting and remembering.  **punctuation -**  Marks used at the ends of sentences that show whether the sentence is a statement, a question, a statement with emotion, or a command. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.1.1** - Ask and answer questions about key details in a text.  **RI.1.2 -** Identify the **main topic** and retell key details of a text.  **RI.1.4** - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **RI.1.7** - Use illustrations and details in a text to describe its key ideas.  **RI.1.10** - With prompting and support, read informational texts appropriately complex for grade 1.  **I Can Statement(s):**  I Can ask and answer questions about being a good friend.  I Can demonstrate how to be a good friend by responding to questions.  I Can identify words in stories that suggest feelings.  I Can understand and ask questions about diverse cultures.  I Can identify Geographic tools that are used identify and describe features of the Earth.  **Instructional Plan:**  **Day 1** Students will watch an online story about Rainbow Fishwhich talks about sharing and being a good friend. Students will answer questions and share their observations about the book and traits of being a good friend.  **Day 2** Teacher directed reading of Frog and Toad together. Students will answer questions about details in the text using illustrations. Students will identify words which describe feelings.  **Day 3** Students will watch an online story Scaredy Squirrel makes a Friend on Tumblebooks**.**  **Day 4** Teacher directed reading of Cherry Blossom Friends by Corkey Hay DeSimone. Teacher will share how not only people but countries can be friends too. Teacher will talk about Japanese culture and project Japan on Google Earth. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **W.1.8** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **I Can Statement(s):**  I can state what a good friend is and why.  I can gather information to answer questions about what makes a good citizen.  **Instructional Plan:**  **Teacher will use the story matrix to discuss the story map with each literature piece everyday.**  Day 1 -Teacher and students will brainstorm a list of character traits about being a good friend and create an anchor chart with key traits.  Day 2 – Teacher will create a T chart about Being a good friend and Not being a good friend. Students will come up with answers to both.  Day 3 – Students will write in their journal about how they are a good friend and why, They will respond to the prompt “I am a good friend because “. Students will draw a picture to go with it.  Day 4 - Teacher will review character traits from the anchor chart. Students will survey each other to find out which character trait is most important. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lowercase letters.   **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   **L.1.4** - Determine or clarify the meaning of unknown and multiple meaning words and phrases based upon ***grade 1 reading and content***, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **L.1.5** - With guidance and support from amulets, demonstrate understanding of word relationships and  **I Can Statement(s):**  I can use correct English when I write and use lowercase and uppercase letters.  I can determine the meaning of unknown words and phrases.  **Instructional Plan:**  Students will use vocabulary cards to examine words and they will illustrate the vocabulary words.  Students will write in their journals explaining why they are a good friend, the writing piece will focus on capitalization and end punctuations. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **SL.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **SL.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **I Can Statement(s):**   * I can participate in conversation with diverse partners about grade 1 topics with my friends. * I can follow agreed upon rules for discussion.   **Instructional Plan:**   * Students will work in groups of fours and discuss the traits of a good friend. * Students will work with their shoulder partner and share one example of how they have been a good friend. | | | | |
| **Closing/Summarizing Strategy** | * Students will share one way someone in their class has been a good friend to them. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
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| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher Observation.  Teacher will use the survey as an informal assessment. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*